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AUTHOR Austin, C. Grey
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ABSTRACT

A study of the quality of undergraduate education at Arizona's three public universities is presented as a working paper in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. The honors programs at each university are reviewed and evaluated, with recommendations made for improving the delivery of educational services to gifted and talented students. The rationale and objectives for such programs are discussed, and their characteristics are noted. Supplemental programs for honors students are listed, including honors semester abroad, "inter nos," honors forum, undergraduate research program and forum speaker series, scholarship program, honors student association, pre-college program for gifted and talented students, honors awards, honors program privileges, and community of scholars. The University of Arizona, Arizona State University, and Northern Arizona University are evaluated, and recommendations are made according to curriculum, advising, admission and retention, size of the program, facilities, administration, staffing, budget, recruitment, planning, and organization. Appendices include information on: the review of the honors program, University of Arizona, March 28 and 29, 1988; the review of the honors program, Arizona State University, March 29, 30, and 31, 1988; and the review of the honors program, Northern Arizona University, April 1, 1988. (SM)

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REPORT ON HONORS PROGRAMS AT THE UNIVERSITY OF ARIZONA, ARIZONA STATE UNIVERSITY AND NORTHERN ARIZONA UNIVERSITY

C. GREY AUSTIN

The context of this report is a more inclusive Task Force study of the quality of undergraduate education at the three state-assisted institutions of higher education in Arizona. My assignment was to review and evaluate the honors programs at those three universities and to make recommendations for improving the delivery of educational services to that special group that each university identifies as its "gifted and talented" students.

Some of the newer assessment techniques have not yet been applied to the study of outcomes of honors education. Consequently, little data were available to assist with this evaluation. The methodology for this study, therefore, was limited to a careful review of printed materials and to interviews with honors students, faculty and administrators during visits to each of the universities. The schedules for the campus visits are Appendices A, B and C.

My own preparation for this assignment consists of eighteen years as University Honors Director at Ohio State University, consultant to more that thirty colleges and universities on the planning or evaluation of honors programs and a variety of responsibilities with the National Collegiate Honors Council (NCHC), including service as Executive Secretary-treasurer and President. I am the author of the NCHC Handbook on the Evaluation of Honors Programs. My field of doctoral study is Higher Education Administration, and my specialty within that field is the study of honors education. A summary of my Curriculum Vitae, with emphasis on honors activity, is attached as Appendix D.

Before turning to the specific analysis and recommendations for each of the three universities, I plan to present an overview of honors education in order to respond to the general question of what should be expected from them. My evaluation is rooted in what I understand to be the history of honors work in the United States, the rationale and objectives for honors programs and the general patterns by which honors programs are now presented, particularly in public, comprehensive universities.

C. Grey Austin PhD. (University of Michigan) was honors director at the Ohio State University for 18 years. He has served in numerous capacities for the National Collegiate Honors Council including the office of President. He has written extensively on the development of honors programs and has served higher education as a consultant on that topic for almost two decades.

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DEFINITION

Honors education consists of the total means by which a college or university seeks to meet the educational needs of its ablest and most highly motivated students. Honors learning is promoted whenever a faculty member responds to an inquisitive student's special interest or an advisor helps a student select courses that will call forth his or her best efforts. An honors program is simply a planned set of arrangements to serve the needs of talented students more adequately than if the matter were left entirely to the initiative of interested individuals.

HISTORY

The history of honors work is coexistent with the history of higher education. The Socratic dialogue, the Oxford tutorial, the German Seminar and the Guild apprenticeship continue to serve as models for contemporary honors programs.

The modern history of honors in this country dates from 1922 when Frank Adelotte established the innovative pass - honors approach at Swarthmore. In 1924 he issued his pioneering report, "Honors Courses in American Colleges and Universities." During the same period, Sidney L. Pressey was publishing articles on the psychology of education for superior students, particularly stressing acceleration. From these early beginnings, each institution developed its own version of honors education. In 1957, the launching of Sputnik called attention to the need to foster talent in order to compete on the international scene, making that year pivotal for the development of honors programs. Joseph W. Cohen, who had been developing an honors program at the University of Colorado since 1928, founded the Inter-University Committee on the Superior Student (ICSS) and became, as he said, a modern Johnny Appleseed sowing interest in honors across the nation. The work of ICSS, including its journal, "The Superior Student," was funded by a grant from the Carnegie Corporation. In 1966, when the funds ran out and Dr. Cohen was ready to pass the reins to others, the ICSS was superseded by the National Collegiate Honors Council, which continues to provide a variety of services to those who are responsible for college and university honors programs.

RATIONALE AND OBJECTIVES

In any institution in which the student body is intellectually heterogeneous, two groups of students are placed at a disadvantage by the regular curricular offerings. At the one end of the continuum are those whose ability or preparation renders them incapable of meeting the challenge of the full program, and at the other extreme are those of such ability and previous achievement that the regular program provides insufficient challenge. There is no difficulty in recognizing that the former group needs specialized counseling, a degree of curricular flexibility and courses at an appropriate level of difficulty. The premise governing programs for the disadvantaged is that all students should be encouraged and enabled to realize their talents. The same premise furnishes the rationale for honors education.

An honors program meets both educational and institutional objectives. The educational objectives are:

1) to identify students whose ability and motivation are so high that

their academic needs would not be met adequately by existing programs;

2) to provide academic opportunities of such caliber that the students thus identified are challenged to perform at the highest level of excellence of which they are capable and through which they may become independent learners;

3) to establish an environment that will encourage appropriate aspirations and achievements by these students and that will foster in them dignity, self-esteem and a sense of their potential; and

4) to derive from the program benefits for the wider academic community such as focusing attention on quality education and a concept of excellence, giving faculty members the psychic reward that derives from working with gifted students and attracting to the campus scholars and speakers who would not otherwise be there.

Certain institutional objectives may also be served by an honors program. These include the following:

First, honors programs can assist in attracting students of outstanding academic ability. These students are an asset, not only for their participation in the teaching-learning process, but also for their contributions in leadership roles and for enhanced possibilities of winning a Truman or Rhodes or Marshall scholarship.

Second, honors programs can assist in attracting and retaining faculty members who are committed to quality education. Outstanding teaching talent is always in short supply, and honors teaching may attract and hold those whom the institution would least like to lose.

Third, honors programs can serve as a useful setting in which to undertake pilot programs that can be adapted to the general student body.

Fourth, honors programs can enhance the public image of the institution as a place where superior scholarship is honored and encouraged.

Fifth, honors programs can assist in attracting funds that would not otherwise be available.

CHARACTERISTICS

The rationale and objectives for honors programs are the same for the small, private, liberal arts college and the comprehensive university. Each type of institution will claim for its honors program some of the natural advantages of the other. The small college will speak of its opportunities for advanced coursework and for research supervised by its ablest faculty. Universities will talk of their honors programs as having the close student-faculty relationships, the small classes and the sense of community of the selective small college. Each will build on its strengths and counter its weaknesses for the benefit of its strongest students.

Traditionally, most honors programs have been liberal arts in concept and content. Many continue to be, but in some of the larger universities there has been a genuine effort to provide honors opportunities in the undergraduate professional areas - engineering, business, nursing, education, agriculture, etc. - as well as in the arts and sciences. These have been difficult to integrate into a single program. There are a few

Honors Colleges in which a degree of integration has been achieved; there are a number of University Honors Programs in which each of the undergraduate professional colleges may offer its own honors program to its own students while the university-wide honors program offers general education honors courses for students in all programs and serves as an honors umbrella for the separate but related programs. The central structure will recruit students for all programs, publicize the full list of honors courses, sponsor public lectures, convocations and others honors celebrations, provide facilities for honors gatherings, coordinate all of the honors efforts, be the guardian of university standards for honors courses, programs and graduation with honors, and generally symbolize the university's commitment to excellence.

Often, there will be little difference between an Honors College and a well-developed University Honors Program, though the Honors College will have more visibility and, usually, a more central place in the university's pattern of organization. It is important that the program, under whatever name, be institutionalized, i.e., placed securely within the university's administrative and budgetary structure so that it is likely to survive turnover among central administrators.

Curricula in honors programs will consist of courses, colloquia, seminars and individual research arranged in some coherent pattern that meets requirements for graduation with honors. All of the courses will be low enrollment, seldom more that 20, and will be taught by regular members of the faculty, occasionally by a special honors faculty. Some honors courses will be highly integrative, broadening, designed for understanding and perspective; others will be intensive, enriched, rigorous, designed for stronger preparation in special fields. Research will often be comparable to Master's degree work.

Advising will usually feature a combination of faculty contact and honors office advising and will provide information about honors courses and requirements, internships, fellowships, study abroad, merit-based financial aid and national honors semesters, and will provide encouragement for the student to seek the strongest education he or she can handle.

Recruitment will be coordinated with the Admissions office, the Financial Aids Office and Alumni/ae efforts and may benefit from summer institutes and other pre-college programs for gifted students.

Scholarships and financial aid will feature merit-based scholarships and, insofar as possible, will try to free the brightest students of financial distractions for the pursuit of learning. Honors offices will usually be involved in the administration of the Truman Scholarship process and in the selection and grooming of candidates for Rhodes, Marshall, Fulbright and Mellon Scholarships/ Fellowships and other post-college opportunities.

Administration of an honors program is a leadership position - a source of ideas, a personification of honors, building heightened awareness of honors both on and off the campus. The honors director manages a curriculum, coordinates honors-related units, directs an honors center and its staff and program, manages a budget with incentives for honors participation and monitors standards and procedures for honors course approval, senior research and

honors at graduation. The director will often participate at or near the dean's level in policy consideration and should report to the chief academic officer.

The building of identity and community is central to an honors program. An honors center and/or an honors residence provide facilities for programming and for governance that includes faculty and students. Special events that celebrate the community of learning and group attendance at honors and other professional conferences contribute to an acceptance of oneself as a worthy person of exceptional talent. A support group is built.University of Arizona
The Honors Program at the University of Arizona has been in existence since before 1962. For more than twenty years it was associated with the counseling center, and the primary emphasis was placed on the development of "whole persons." The only requirements were nine credits of honors work, and these were often met by completion of a senior thesis. The program offered only four or five courses, along with encounter sessions, independent study and the senior thesis. The honors director reported to the chief student affairs official. (This description is too brief to be an accurate depiction of the program in its earlier days, but this is how it is remembered by those who are now responsible for the program.)

Four years ago, a new provost reviewed undergraduate education and found the honors program as described above, being run by a very capable young woman with several years of experience as a member of the honors staff, but without academic credentials. He decided that it should either cease its existence or be changed radically. It was transferred from Student Affairs to Academic Affairs. Dr. Celestine Fernandez, now Associate Vice President: Undergraduate Affairs, became its director for six months while a search was instituted for a scholar/teacher to direct the program. Dr. Clifford Lytle, Professor of Political Science and Acting Dean of Students, was selected to design and build a program.

It was clear to Dr. Lytle and his colleagues that the new program must counter the image of the previous program. In order to make it a rigorous academic program, the number of required honors credits was increased from nine to thirty, and high standards for admission and retention were established. Students now qualify for the program by ranking in the top five per cent of the high school class or presenting an ACT composite score of 29 or a combined SAT score of 1300. Transfer students and University of Arizona students must have accumulated a grade point average of 3.5 or above to enter the program, the same average that students must meet to remain in the program. The program continues "to provide opportunities which enhance the development of the 'whole person' - that individual who is sensitive, humane, knowledgeable, inquisitive, and who seeks a clearer understanding of the past, present, and future," but strong academic work is now primary among those opportunities.

A better balance has been achieved between honors courses and independent study. More than fifty honors courses are now offered each semester, each having an enrollment of 12 - 15 students. For Fall 1988, seven courses are offered through the honors center and serve general education purposes; fifty-nine courses and seminars are offered through

departments, with several departments listing honors independent study as well. Most of the courses are offered for freshmen and sophomores where the need for alternatives to the regular courses is greatest. As the students admitted through the new program move toward upper division status, greater efforts are being made to develop honors courses for juniors and seniors, a task that is proving difficult outside the humanities and the social and behavioral sciences.

"In order to graduate with honors, a student must satisfy the following criteria:

1. Maintain a 3.5 grade average.

2. Complete a total of 30 hours in University-wide, college, or departmental Honors courses. It is recommended that 12 of these 30 units be taken at the lower-division level in such a manner that they satisfy some of the general college requirements.

3. At least 3 of the 30 unit requirement must be in University-wide, college, or departmental Honors seminars (396H series).

4. Complete Honors 498H, 3 units (Research) and 498H, 3 units (Senior Project) Requirements for a total of 6 units of 498H.

5. Submit one's completed Senior Project to the Honors Center prior to graduation."

These requirements have been phased in for students who were admitted under the old program.

Advising is provided from a variety of sources. Honors advising is available through the Honors Center and through designated honors advisors in several of the departments and colleges. Honors students are also advised through the normal channels of their college or departmental advising networks.

A broad array of supplemental programs include the following:

HONORS SEMESTER ABROAD

The University's London Semester offers a special segment of opportunities for honors students.

FACULTY-STUDENT DIALOGUE

Individual honors students are invited to meet with a panel of three faculty members. Students gain through articulating and clarifying their ideas and become better prepared to participate successfully in interviewing for future opportunities. Faculty provide feedback to the Honors Center for use in writing recommendations and in advising the students.

INTER NOS

Upper division honors students initiate contact with incoming freshmen or transfer students prior to arrival on campus and continue to share knowledge of campus life after the new student arrives.

HONORS FORUM

On a monthly basis, twelve students meet for lunch with twelve faculty members from various disciplines for conversation and a research address by one of the faculty members.

UNDERGRADUATE RESEARCH PROGRAM

Honors students present proposals for funding for summer research projects that are not course-related. $20,000 are available each year for this purpose.

UNDERGRADUATE RESEARCH FORUM

Each Spring an entire day is devoted to research presentations as at a professional convention. At the close of the day, there is a banquet and the award of a cash prize to fund the winner's attendance at the National Undergraduate Research Conference in North Carolina.

SPEAKER SERIES

The Honors Center sponsors a speaker series that brings nationally prominent scholars to the campus to interact with students and faculty and to make a major presentation to the university community.

SCHOLARSHIP PROGRAM

Renewable fee waiver scholarships are awarded to high school and transfer students who are accepted into the honors program.

HONORS STUDENT ASSOCIATION

This student organization provides cultural and social activities and an opportunity for active involvement with the student community. Students also participate in recruitment and in the Student Planning Board which advises the director and implements such programs as the Five Star Faculty Award.

PRE-COLLEGE PROGRAM FOR GIFTED AND TALENTED STUDENTS

Sponsored by the Honors Center, this Summer program offers a variety of university courses, along with social and cultural activities, to high school juniors who have outstanding academic records. Credits are earned for later application to a degree program.

HONORS AWARDS

A number of awards are bestowed at the annual Honors Award Banquet held just prior to Spring Commencement. Graduating honors students wear a special honors stole together with cap and gown at the graduation ceremony.

HONORS PROGRAM PRIVILEGES

Honors students have a number of special benefits:

- Extended library privileges
- Permission to register for more than the usual number of credits per semester (with approvals)
- Permission for lower division students to enroll in upper division courses (with approvals)
- Availability of honors study areas
- Participation in all honors events
- Opportunity to develop career-related field placements
- Honors House

Beginning in Autumn 1988, honors students will be offered the option of residing in a coeducational honors residence hall. The Hall will offer a

micro-computer laboratory, weekly performances by music ensembles, drama performances six times each semester, student art exhibitions and frequent guest speakers. The hall is located in close proximity with the new quarters (Slonaker Hall) for the Honors Center.

COMMUNITY OF SCHOLARS

Flinn Scholars, National Merit Scholars and others who have received such special recognition receive special advising services and are gathered together from time to time for community events.

EVALUATION AND RECOMMENDATIONS

CURRICULUM

The honors curricular approach is sound and nicely balanced with basic courses in many of the disciplines and with enough interdisciplinary or topical courses to provide experiences in the integration of knowledge. Most of the courses are now offered at the lower division level, in part because the majority of students have entered since the renovation of the program and in part because there is less need to provide honors alternatives to upper division courses which are generally both more rigorous and small enough to permit greater student participation.

Some departments and several of the colleges are not yet involved in honors work. Clearly, the set of honors offerings and requirements fits the Arts and Sciences, yet the program is intended to be university-wide. Is more time needed to persuade the other units to join the effort? Perhaps. The program has already moved much more quickly than many honors programs to a position of prominence. It may be that a bit more time, persuasion and show of administrative support will convince other deans and chairpersons that participation in the program can provide real benefits to their own programs and students.

Perhaps, on the other hand, the program as it exists is truly the right one for the Arts and Sciences but too inflexible for the undergraduate professional areas. This issue should be explored from the position of strength that the honors program has already attained. It could be further strengthened by vesting in the Honors Center and an Honors Council the power to review, approve and coordinate additional honors opportunities. Under such a pattern, each college might establish its own honors program, drawing on Arts and Sciences and Honors Center offerings to meet general education requirements and offering its own rigorous and participatory courses and seminars. The Honors Center would provide services to the college-based programs while providing its own central program and symbolizing the university's commitment to undergraduate excellence. It may be necessary to provide some incentives for wider honors participation.

If this "umbrella" pattern were to be adopted, a number of quality controls might be located in the Honors Center. For example, each committee that examines a student anywhere in the university on his or her senior project might be expected to have a faculty member from a central honors council as a member in order to assure consistency of standards. Honors courses would need central approval. College honors requirements, in their deviation from the established honors

pattern of requirements, would need central approval. Standards for graduation with honors need central controls.

ADVISING

Advising in the honors center is excellent. It is personal and caring; it encourages the student to be the best he or she can be; it provides important and accurate information about academic matters as well as off-campus and post-college opportunities. Students told me that they would like to have a mentoring relationship with faculty members earlier in their college careers.

The Honors Center might strengthen its advising services by establishing a closer relationship with the selection process for Rhodes, Marshall, Fulbright and Mellon Scholarships/Fellowships and with the major honorary societies, Phi Beta Kappa, Phi Kappa Phi, etc.

ADMISSION AND RETENTION

The Honors Center enjoys excellent cooperation with the offices of Admissions and Financial Aids.

Standards for admission and retention in honors are higher than at most other major universities where five to seven per cent of the undergraduates are likely to participate. At the University of Arizona, about two and one-half per cent participate. It is not known what percentage of students qualify but reject the opportunity for honors participation.

The advantages of maintaining high standards are that credibility for academic quality in assured and that the size of the program can be held at a level that fits the current size of staff and facilities, the number of courses available and the commitment to highly personal advising.

These standards may, however, exclude some highly creative and inquisitive students who take more risks that honors students do. High grades can be measures of conventionality; the mix of honors students is limited by too great dependence on grades alone. A related problem is that much of the scholarship aid is dependent on the student maintaining the grade average required for continued membership in the program. This is a further cause of academic caution. Finally, the institution's power to recruit that second level of students (top ten percent, ACT of 28, SAT of 1250) is limited because these students are eligible for honors programs in other excellent institutions.

These difficulties are tempered somewhat by the fact that students who do not quite qualify for membership in the program are permitted to take honors courses, may elect to carry out senior projects and may apply for summer research grants.

At some point, and only University of Arizona people can identify that point, it will be appropriate to forget about countering old images of honors. When that time comes, the program can be comfortable with greater flexibility of standards. It might then use an essay or recommendations to identify potential honors students by other that test scores and grades; it might lower the grade average needed to stay in the program; it might simply retain rigorous requirements for graduation with honors while recognizing that many who will not meet those standards will, nevertheless, gain much added value from their honors participation.

The use of tuition-waiver scholarships is effective in recruiting transfer students from the community colleges, but not for retaining them. It appears that there is elatively little chance that most of these students can meet the high standards to continue in honors. Consequently, many lose their scholarships after one year, and the scholarships become available to recruit the next crop. I suggest a study of scholarship use to determine whether the current practice is the most effective use of the funds.

SIZE OF THE PROGRAM

The program continues to grow. It has not yet had the benefit of four years of recruitment to the current pattern; units outside Arts and Sciences are to be brought into the honors orbit; standards may become a bit less confining. The president would like to see the size of the program doubled - to 1,200. There is a need to examine the implications of larger numbers.

A larger program would call for more honors courses and seminars and an expansion of staff and facilities, both program and residential. The on-campus residential needs for a program of 600 students can be met nicely by a residence hall that houses 160; an additional residence to meet the needs of a larger program would be a step toward decentralizing honors, just as would the establishment of honors programs in business, agriculture, education, engineering, etc. The new facilities in Slonaker, not yet occupied by honors, are already too limited to accommodate a staff member for the intercollegiate debate function that has recently been added to the honors collection of responsibilities. Perhaps the Honors Center must spawn satellites in order to continue to provide personal attention. Another of those satellites might come about through the placement of an honors staff member in the Honors House to arrange programming.

FACILITIES

To continue, the proximity of Slonaker with the honors residence begins to establish honors as a visible presence and to provide facilities appropriate to programming. The Slonaker lounge is an inviting gathering place for students; seminar rooms will relate the teaching of honors courses to the Center. I am told that the Slonaker location does not furnish adequate parking, a problem that can complicate recruitment if it adds a note of unpleasantness to the visits of prospective students and their parents, that can inhibit faculty from attending meetings and student/faculty gatherings and that can damage an otherwise flawless staff relationship.

Is it central enough? The new location in on the periphery of the campus, but it is larger than the current quarters, is on the ground floor, has a very usable patio area and is nicely appointed. And it is almost adjacent to the honors residence. Can more space be found as the program grows in size and as the central administration asks honors to take on added responsibilities? Or will each new need be met, as with the problem of locating the debate coach, by a scattering of staff and functions. One can easily propose a more decentralized pattern, but one of the Honors Center's great strengths is its well-organized, dedicated, happy staff. They work together productively and provide the feeling of family both among themselves and for the students who move easily into and out of the Center. It may be difficult to retain that quality in an

expanded or scattered program.

It is premature to suggest that the Honors Center might become an honors college, but further growth in numbers, the prospect of becoming truly university-wide and the expansion of related functions may justify the possibility of college status in a few more years. If that prospect is realistic, then the issue of appropriate facilities will need to be a consideration in the near future. Ideally, the facility for such a centerpiece of quality should be more central than Slonaker and should provide more honors space and better parking.

ADMINISTRATION

The director reports, as an honors director should, to the chief academic officer of the university. The Provost and the Associate Vice President for Undergraduate Affairs are very supportive and knowledgeable about the honors program. The program is receiving excellent direction from Dr. Lytle. Ordinarily I would recommend that a directorship of a program of this magnitude should be a full-time position, but I know of Dr. Lytle's wish to continue teaching and of his value in that role, and I would not suggest any move that would change a situation that is so obviously productive. The director gives full-time effort and the staff responds by giving its best.

It is important to institutionalize the program so that it will not be vulnerable to changes in administration, so that its continuation will not be dependent on the enthusiasms of a few individuals. For this permanence, it needs a permanent location, a firm place in the budget, positions in the university's personnel deck and a recognized reporting line directly to the chief academic officer.

Honors needs a permanent budget line. Whether this is a line item in the state budget or not should be determined by those who know Arizona's fiscal picture better than I. The Honors Center has been treated exceedingly well. Its monetary requests have been granted, and whenever the Provost has asked the Honors Center to take on another responsibility there has been provision for staffing and funding. However, assurance of continuation funding is not as certain. The program has grown so rapidly that much of its funding has been ad hoc. It now needs budgetary security.

ADDITIONAL RECOMMENDATIONS

These issues were raised during my visit and deserve further attention:
Grading in honors courses is of concern to students. They report inconsistencies and the use of "the curve." It may be useful to state often, to both students and faculty, that it is the policy of the Honors Center that students should be neither penalized nor unduly rewarded for their honors status. That statement might also include the reminder that a normal curve assumes a normal population, large enough so that statistical measures may be used with significance. A curve is not appropriate to a small class of highly selected students.

Better quality control with faculty members who teach honors courses will come as knowledge of and respect for the honors program grows. The director might gather together a group of faculty who represent a variety of fields and moderate a free-ranging discussion of their experiences in teaching honors course. As they share their problems and successes, they teach each other, they discover one another's standards, and the director has an opportunity to

inject his ideas and hopes.

Students report that freshmen view the senior project as an insurmountable hurdle that will prevent them from moving successfully through the honors program, and they suggest that they be introduced to research earlier in their college careers, as those who take honors chemistry are. Another suggestion is that brochures and publications, as well as Orientation presentations, be reviewed to be sure that the senior project is presented as an interesting opportunity, not a hurdle to be jumped.

Explore the possibility that some regular way may be found to involve visiting, or distinguished, or Regents Professors in honors programming.

Is it possible to provide scholarship support for all honors students?
While there is optimism about the Semester Abroad for honors students, it has not yet met the expectations expressed by the staff or published in honors materials. If those expectations cannot be met, the honors program might consider collaborating with other universities in their foreign study programs. Some are excellent and would challenge honors students, though they may not carry the honors label. Perhaps this is one program that does not need a separate provision for honors students.

ARIZONA STATE UNIVERSITY

In 1983, the Vice President for Academic Affairs, Jack B. Kinsinger, suggested that the honors program, which was then located in the College of Liberal Arts and Sciences, move toward university-wide status. Through a combination of strong recruitment efforts and program building, there has been a five-fold increase in participation by students who are pursuing majors in all of the undergraduate colleges. By 1986, the breadth of participation was sufficient to change the title of the program to University Honors Program, and within the past year the reporting and budget lines have shifted from Liberal Arts and Sciences to the Office of the Vice President for Academic Affairs. At the time of my visit in late March, a proposal was before the University Senate "to enhance educational opportunity at ASU by reorganizing the University Honors Program as the University Honors College (UHC), thus providing

(1) more widespread and efficient undergraduate access to ASU's extensive scholarly resources,

(2) a highly visible option for undergraduates who seek an innovative and challenging educational experience and

(3) a clear, public sign of ASU's commitment to undergraduate excellence."

That proposal also includes the following items:

The title of the Program Director would be changed to Dean of the College.

McClintock Hall, which once served as an honors residence, would be established as an Honors Residence Hall and would also house the administrative and program offices of the Honors College. McClintock Hall occupies a central location on the campus.

An Honors Council would be named to function analogously to the Graduate Council.

A fund-raising campaign would be established through the Development Office to raise an endowment to support scholarships, entertainment and social/ cultural events and future renovation.

A visiting lectureship would be established to "buy out" the dean's time from his or her academic department. This item might be postponed because of financial problems, but the commitment is requested.

A public relations effort would be initiated to draw attention to the establishment of the college in order to increase the status of the university, to aid in student recruitment and to facilitate the fund-raising efforts.

The proposal has received approval by the president and other administrators, and everyone with whom I talked was optimistic that it would be implemented. The honors curriculum at ASU consists of Core Courses offered by the Honors Program and both lower and upper division courses offered through the departments. Honors courses are limited in enrollment to 25 per section, and students are given extra opportunity for discussion and writing. In addition, there are "Footnote 18" courses, regular courses that may be taken for honors credit by contractual agreement with the instructor of the course. The additional instruction usually includes out of class tutorial work, supplemental reading and at least one substantial writing assignment. Honors students are also permitted to take an unlimited number of graduate courses (500 level) for which they receive honors credit when they complete the course with a grade of B or better.

The Core Courses are taken by all who enter as freshmen. The first of these is English Composition. The Human Event is the second, a two-semester sequence that covers significant landmarks in humankind's social and intellectual development. The third is a two-semester sequence in Integrated Science, a laboratory course that begins with mathematics, and the fourth is a one-semester course in Integrated Social Sciences. These integrated courses are team-taught and are supported by half a summer salary, about $3,000. Students will usually schedule The Human Event in their first and second semesters, Integrated Science in the second and third semesters and Integrated Social Science in the fourth semester. For students who enter the program after the freshman year, The Human Event is offered in a Junior Year version. It is considered an ethos-transmitting course for honors students.

Also included among the Core Courses is a course on Thesis Preparation Skills, for which an honors student may substitute a research methods course in the major field. Credit for the Honors Thesis is given through the appropriate departments.

Finally, Honors Colloquia are offered by departments to students with honors standing and others with a GPA of at least 3.25 and junior standing. The colloquia topics scheduled for Spring 1988 are "Environmental Problems," "Nineteenth Century Images of Women," "Cultural Signs," "Nineteenth Century Tragic Novel," "Power and Sex in Early Shakespeare," "Italian Film," "Origin and Evolution of Earth," "English Literature in the Early Seventeenth Century," "Folklife: Cultural Boundary Making," "Crime and Social Causation," "The Classical Republican Position," "Science and Politics," "Human Perception" and "Social Problem Theory."

Two different kinds of recognition are offered for honors work. Students may be recognized for completing lower division work with honors by maintaining at least a 3.4 grade average on all work taken and by completing 18 semester hours of honors credits in English Composition and Core Courses. Graduation from the Honors Program requires the 3.4 grade average in all work, satisfaction of departmental major requirements, including Honors and college general studies requirements, completing of 18 semester hours of upper division honors courses with a B or better, including 12 credits in Honors Colloquia, six credits outside the major, three credits of research methods and three hours of Honors Thesis (or six hours of Thesis), and successful defense of the Honors Thesis.

Because of the way the program is structured, it appears that students in any field of study may participate in honors without conflict with their own special fields. There is no necessity for any student to carry more than six honors credits in any semester. Consequently, all of the undergraduate colleges have found it possible to cooperate with the Honors Program. 650 students from all of the colleges take more than 100 different courses for honors credit, and five colleges regularly offer courses, while faculty from nine colleges participate in honors teaching.

The College of Engineering and Applied Sciences has recently announced that it will offer honors versions of all of its basic courses, in addition to its participation in honors research and thesis work. Seventy-five Engineering students now participate in the Honors Program, and Dean Beakley expects that number to rise to 160 with the new honors emphasis. Since the Engineering curriculum already includes liberal arts courses at the junior and senior levels, the honors colloquia fit nicely into the pattern. Engineering carries on an extensive recruitment program through one-week, summer, residential opportunities in which students as young as junior high age are introduced to the field of engineering, both on campus and in visits to engineering firms. The Engineering Dean notes that Engineering students at ASU rank higher than students in any of the other colleges on verbal as well as mathematical test scores. Indicative of the close fit between the Honors Program and the Engineering program are these objectives for the education of freshmen in Engineering:

> "An understanding of values and society,
>
> An understanding of nature's laws,
>
> A competency in the use of a variety of tools for communication, An understanding of the nature of engineering, and
>
> A special competency in the use of tools for engineering analysis and design."

The College of Public Programs is another major collaborator with the Honors Program, and it looks forward to further cooperative activity when McClintock become the honors center. The College offers honors colloquia, particularly in Journalism and Telecommunication and Justice Studies. Many pre-law students are attracted to honors. The Senior Thesis project is particularly attractive to students who are highly verbal.

A special feature of the Honors Program is the Honors Learning Community. This is a pattern developed at SUNY - Stony Brook, under the name of Federated Learning Communities. ASU is one of the first honors programs to explore its use. The Community consists of about fifteen carefully-selected students who enroll in three regular pre-selected courses that bear on a common theme. That theme becomes the subject of a seminar which is taught by a "master learner" who also participates in the three related courses. The master learner contributes both through the integrative activity of the seminar and through regular conversation with the instructors of the other three courses. It is projected that the honors program will offer at least one Learning Community experience each semester.

Advising of honors students is a function of the Honors Program staff and of both college and faculty advisors throughout the university.

The Association of Honors Students is the primary means by which supplemental programs and events are offered. This organization is open to all honors students, and it sponsors a course evaluation program, an awards awareness pamphlet, a bi-weekly newsletter, picnics, happy hours and retreats. It carries a major role in planning recognition affairs. For the staff, Elizabeth Tregor serves as program coordinator. Since the quarters allotted to the honors program have not provided space in which students may gather, the possibility of building community and identity has been very limited.

Incoming freshmen qualify for admission to the Honors Program by ranking in the top five per cent of the high school graduating class, or by scoring in the 95th percentile on the ACT or SAT. The brochure encourages those who do not meet the criteria fully to apply if they are serious students. It also notes that criteria for graduation with honors are strictly enforced. Continuing or transfer students become eligible with a GPA of at least 3.25 and with sufficient time remaining to complete honors requirements.

To remain in good standing in the program, a GPA of 3.25 is required through the first semester of the junior year, when the average becomes 3.35, then 3.38 and finally 3.4 for graduation with honors. I am told that there is no special strategy for retaining students - the director is available to talk with and is willing to offer second chances.

EVALUATION AND RECOMMENDATIONS

ADMINISTRATIVE PLAN AND FACILITIES

If the proposal for an Honors College is approved and if McClintock Hall is renovated in a way that will provide housing, program facilities and administrative offices for the entire honors enterprise, then Arizona State will be well on the way to national prominence in the honors movement. I am not aware of any other college or university in which honors will have such real and symbolic centrality, or in which the academic and developmental contributions to student lives will be more highly integrated. It will deserve and receive national attention.

A major concern is the adaptability of McClintock Hall to the proposed uses. It has been scheduled for demolition after 1990, though it appears that that

decision can be set aside. The plans for immediate renovation call for the conversion of some student rooms into offices for director and staff, and the second phase would convert more rooms for computer use, seminar rooms, commons rooms, and a guest suite. While it seems feasible to folllow this plan for quick access to the facility, and certainly larger quarters are needed, I wonder if renovated student rooms can provide the quality of space needed to house the dean of a college, to entertain prospective students and their parents, to attract commuter honors students to consider it their home base. If it should not be adequate for these purposes, then it is time to begin planning an administrative and program wing to be added at some future time.

STAFFING

Planning should also go forward for staffing to match the growth of the program. Both the size of the program and the size of the staff have been limited by the space available in Krause Hall. With the move to college status and to a central facility, and with the involvement and support of the other colleges, it is reasonable to expect that the program may double in size within the next few years. The director will take on all of the administrative functions of a dean. At the very least, there will be a need for an administrative assistant, a program specialist, additional personnel for advising and recruiting and additional reception/secretarial/word processing persons.

BUDGET

Instructional funding is a major problem for the program. There are two faculty lines, and some faculty are freed to teach honors core courses by of providing the departments with funds for TA replacements. It is considered that the departments have a responsibility to provide instruction for the honors courses they offer. This is a sound principle, but the commitment to honors is severely tested when there is a budget shortfall. Recently, there were severe budget cuts, and several honors courses were cancelled as departments, forced to make choices, chose to drop honors courses which are inevitably more expensive. The honors program needs funding to serve as a buffer against the loss of courses.

The program also needs instructional opportunity funds so that it may respond quickly when a possibility to offer a course presents itself. The twenty-four month budget process is probably a force for stability in most curricular programs, but honors is growing rapidly and needs the flexibility of shorter response time. It needs to be able to take advantage of the unexpected opportunity to make use of an excellent teacher on short notice.

Funds for scholarships are needed, and the proposal now under consideration calls for a fund-raising campaign for endowment that will provide scholarship funds. But that is a long-range plan; needed now are tuition-waiver scholarships for use in attracting and holding the ablest of students. Some honors programs hope to have all of their honors students on scholarship. This may be beyond possibility for ASU, but the freeing of gifted students from financial distractions is a worthy goal.

Should financial security be sought through a line item for honors in the state budget? It appears to be a sound idea, but those who know the political and financial subtleties of state

budgeting will need to be consulted before this step is taken.

RECRUITMENT

The Engineering Honors plan will deserve national attention when it is fully operational, and it should be of major assistance in recruiting honors students. Many of the brightest high school students receive encouragement to study engineering, and many universities discover that their strongest students want engineering degrees. Most of those universities offer extremely little in engineering to capture the imagination of the honors student. The ASU engineering honors offerings would appear to be both challenging enough and broad enough to satisfy the best minds that can be attracted to the program.

As the Honors College with a residential component becomes the academic centerpiece of the university, it should be featured in more than just honors recruiting. The presence of a strong honors effort is an indicator, even to students who do not quite fit the honors pattern, that ASU takes academics seriously. Since ASU sends recruiting teams outside the boundaries of Arizona, it would be highly appropriate to include a representative of the Honrs College on those teams. The residential opportunity, integrated as it will be with an exceptional academic program, will prove particularly attractive to out-of-state students.

ADDITIONAL RECOMMENDATIONS

Finally, here are two suggestions for the internal operation of the program.

First, as equipment and staffing permit, develop a letter that can be sent to graduate and professional schools and potential employers on behalf of graduating honors students. Such a letter would explain the superior qualities of an honors education at ASU and would be individualized to indicate how this particular student has taken advantage of honors opportunities to enhance his or her qualifications.

Second, attention to the development of writing skills appears to be a strong component of honors courses, and so it should be. Excellent writing might be further encouraged with some form of tutorial help for those who need it and with recognition for those who perform with a high degree of accomplishment. Writing awards and publication of the best student writing should be considered.

In summary, the ASU honors program is excellent in concept and in practice. It is truly university-wide, and its development within the past five years has brought it to a state of readiness for the status of an honors college. The centrality that will be furnished by college status and by its proposed location, if supported and given security by adequate budget, would assure its place not only as a model and symbol of academic excellence for ASU but also as an example for universities across the country.

NORTHERN ARIZONA UNIVERSITY

The Northern Arizona University Honors Program was founded in 1955 to provide special academic challenges for the exceptional students at NAU. It has existed in various forms since then. In 1982 - 83 a new curriculum was introduced and continues as a central feature of the program today.

In essence, the Honors Program at NAU is a replacement for the basic Liberal Studies requirement. Honors core courses are offered in each of the liberal studies blocks - Letters, Arts, Science/ Mathematics and Social and Behavioral Science. In the Fall of 1988, these are the core courses to be offered:

Social Perspectives: Social Knowing - a course in the sociology of knowledge

Social Perspectives: The Quest for Community in a World of Individuals

Scientific Perspectives: Humanism and Science - " . . . the beauty, challenges and activities of science which may support or deny the Kuhnian Thesis"

Scientific Perspectives: Cosmology - The Universe and Everything - taught by the director of the Lowell Observatory

Artistic Perspectives: Mediated Reality - " . . . will examine mass communication and artistic forms which interpret and create modern reality"

Artistic Perspectives: Photography as Art

Literary Perspectives: Contemporary American Poetry

Literary Perspectives: Folklore, Myth and Magical Realism - taught by a published Chicano poet

Literary Perspectives: Novelists' Perceptions of American Capitalism

Literary Perspectives: Southwest Literature

Honors courses are also offered through several of the departments. Two are scheduled for Fall 1988:

The Art of the Good Conjecture - a mathematics course

The Psychology of Consciousness - psychology, of course

Honors seminars on integrated topics are also offered:

Alexander Solzhenitsyn: His Literature and Politics

Myth

Communication and the Resolution of Conflict

World Resource Conservation Issues

The Honors Program is a participation program rather than a membership program. Any serious student who wants to try the challenge of an honors course may do so. Participating students consult an honors advisor each semester and maintain an acceptable grade average - 3.5 in honors courses and at least 3.2 for all remaining courses.

Each student is invited to assemble a Writing Portfolio of not less than 20 typed pages that reflect his or her best expressive skills. The portfolios are reviewed by a subcommittee of the Honors Council which decides whether the writing skills are satisfactory. If necessary, a course of action is specified to bring the student's expressive skills to an acceptable honors level.

Students may choose to graduate with General Honors, Departmental Honors or a Combined General and Departmental Honors designation.
To be awarded General Honors, the student must complete 45 honors

credits. These include, at the lower division level, an honors core course from each of the four liberal studies blocks, College Algebra and the Writing Portfolio, and, from the upper division, a course from each of the four liberal studies blocks, 9 credits from honors electives outside the major, 3 credits of Independent Study, Directed Readings or Directed Research and two of the integrative seminars.

Departmental Honors appears to be designed so that those who enter the program after the freshman year may have an acceptable honors track. It requires 12 credits in the Honors Core courses, 6 in elective honors courses outside the major, 12 of course work specified by the department, including 3 credits of thesis work and 24 credits in Liberal Studies requirements not covered by the 18 hours of honors courses. The Combined Programs joins the two sets of requirements.

As noted earlier, the Honors Program has no admission requirements other than a desire to participate. This is in keeping with an open admission commitment of the institution, and is, in fact, a workable approach. Students are a rather cautious lot and are not likely to take serious academic risks.

Self-selection into the Honors Program may also include more readily those students of inquiring mind and creative spirit who can enliven honors classes and make teaching exciting. Requirements for continued participation and for graduation with honors provide the quality control. Careful statements of expectations for rigor in the courses serve also to define the characteristics of honors work. It appears that generally NAU honors students came from the top ten per cent of their high school graduating classes and scored 26 or above on the ACT.

A group of students with whom I had lunch gave me the following reasons for choosing NAU rather than UA or ASU:

had a computer science program

smaller class size

knew someone there

visited and liked its friendliness

participated in the Escrow College

fewer TAs and particularly foreign TAs

greater possibility for getting personal recommendations from faculty members

climate and natural setting

emphasis on teaching rather than research

less competitive

personal attention

residential/pedestrian campus

less fraternity/sorority emphasis

slower-paced life style

Recruitment is carried out in a variety of ways. Students in the top ten per cent of their high school classes are invited to visit NAU, with their parents, for Senior Honors Day. The "Escrow College" summer program attracts many who then choose to return to NAU. Cooperation between the Honors Program and the Admissions staff appears well developed. The honors staff

is not large enough, and no one has a full-time honors assignment, to travel as much as they would like for recruiting purposes. In an interesting development, an honors freshman, Angela Stahl, has organized an Honors Student Advisory Board Visitation Team. Members of the team contact high schools, arrange visits or participation in college nights and respond to phone calls and letters. They have business cards and have worked out a highly professional approach to honors recruitment.

Although the number of participants in the program has been increasing steadily, fewer than two per cent of the students at Northern Arizona enroll in honors courses in any semester, and students in some fields of study appear reluctant, or unable, to fit honors in with their disciplinary requirements. As a consequence, a review process has been initiated by Academic Vice President Patsy Reed who has appointed an Honors Options Development Committee. The committee is charged "to consider ways in which the designation 'honors' may umbrella more diverse opportunities than it does currently." It will explore the prospect that some students may benefit from enhanced specialization rather than the broad humanities-based program. It will compile a list of the programs and opportunities available to top NAU undergraduates, seek additions to that list and look for ways to relate them under an honors umbrella. The committee is asked to report not later than May 1989.

During my visit the committee asked me to discuss with them the following questions:

"1. What are the keys to successfully integrating the sciences, technical areas, and professionally-oriented programs into a program which has traditionally been liberal-arts oriented?

2. What degree of local (e.g. within specific disciplines) control is possible/ desirable in a broad-based honors program?

3. What are the benefits/ disadvantages of having faculty assigned to the Honors Program on a long-term basis?

4. What benefits should students realistically expect from an honors program at an institution like NAU, and what, realistically, should be expected from them (how much better can they be than ordinary students)?

5. Can you name a couple of institutions like NAU whose programs could serve as role-models for us as we seek to expand honors education at NAU?"

In addition to administering the Honors Program, the staff is also responsible for special efforts with the Flinn Scholars and for administering the Escrow College summer program, the Honors Forum, Honors Week and a variety of recognition events. The Honors Forum brings outstanding speakers to the campus to present topics of interest to the students and faculty of the university and the residents of Northern Arizona. Forum speakers also meet with selected honors classes for presentations and meet with students more informally for discussion. Honors Week is a very extensive program of lectures, poetry readings, induction ceremonies for campus honoraries, films, scientific

displays, special college and departmental events, recitals, entertainment, receptions and honors convocations. The keynote speaker for the 1988 Week was Dr. Lynne Cheney, chairman for the National Endowment for the Humanities.

EVALUATION AND RECOMMENDATIONS

GENERAL ASSESSMENT

The program appears to offer a variety of very interesting and well-taught integrative courses and seminars. The freshman core is reported to be working extremely well. Students and faculty find it exciting, sometimes odd-ball, appearing to be helter-skelter, but profoundly significant. I have no reason to doubt that assessment. Faculty report that they find the students to be bright and inquisitive, fun to teach and that they appreciate the availability of funds for field trips and other educational uses. That source of academic excitement should be retained through any reorganization of the program

Those involved with the program also report that the director has to hustle to find the right faculty members to teach, and that there is now no possibility of planning more than two semesters ahead. Faculty members are not rewarded, except psychically, for teaching honors courses. Honors teaching seems to play no role in promotion and tenure decisions. The lack of graduate teaching assistants removes the flexibility of staffing that larger universities enjoy, and so when there are budget revertments, honors courses are most likely to be cancelled.

It appears also that the program has suffered from the lack of a concept and rationale that is truly university-wide. The desire to include all programs and the strongest students across the university is evident, but the program in its present form does not do so.

If the NAU Honors Program is to serve as a university-wide program, two things must happen:

(1) the Honors Options Development Committee must develop a full-blown proposal, based on wide consultation with all programs within the university, for an honors curriculum that will serve both liberal arts and professional students, and

(2) Central Administration must provide the stability of appropriate facilities, full staffing and instructional and program budget that will survive administrative turnover and financial exigencies.

I will elaborate on these two points.

PLANNING

The Honors Options Development Committee should, I think, be willing to look beyond revising the existing program and create something new, uniquely fitted to NAU. The existing program has many good features that should continue to operate while deliberations are under way and should be kept ready at hand to incorporate in the new program as it is developed. What is to be avoided is the assumption that all that now exists is necessary as the core around which an expanded program will be built. The committee should look at the totality of NAU and ask what its most able and highly motivated students need if they are to be helped to develop their talents fully.

CURRICULUM

Rigor and coherence should characterize the educational offerings of an honors program. Each can be provided in a variety of ways. Both are present in many, perhaps all, of the honors courses now taught at NAU, and probably coherence predominates. These are, first and foremost, integrative courses, and, at their best, they are also rigorous. But an honors version of a basic disciplinary course - in chemistry, calculus, literature or economics - may also be both rigorous and coherent. Here rigor would be predominant, but an instructor who teaches the course within the context of its relationships not only to other courses in the field but also to other fields contributes to the sense of coherence that develops as one begins to fit what he or she knows into the larger fabric of knowledge.

Some courses will teach a student how to find integrative connections; others will provide more material to be integrated. Coherence may be found not only through individual courses but also in the mix of courses in the total program that good advising will help the student select.

This is to suggest that both disciplinary and interdisciplinary experiences have their place in a comprehensive honors program. Provision for integration needs to be there; it would be a mistake not to include any connective experiences, but equally a mistake, I think, not to have any intensive, hands-on laboratory experience.

The committee needs to discover what is considered basic in the variety of colleges at NAU and explore how those basics can be presented with the appropriate degrees of rigor and coherence for the best students in each of the programs, then develop a curriculum that uses those basics, offered as honors versions, to meet as many requirements, both general and programmatic, as possible. I would expect that the resulting list of courses would include several times as many disciplinary courses as integrative courses, but that some agreement could be found on the need for a few integrative, perspective courses in each program.

The committee might develop a model of a stable honors curriculum.

ORGANIZATION

The committee will need to establish the centrality of the honors umbrella without threatening the relative autonomy of the college-based programs. A central Honors Council, widely representative, would be given the authority to develop standards for honors courses, honors theses and honors at graduation and the power to approve proposals for anything that might be called "honors." The honors umbrella, whatever its name, would offer the non-disciplinary courses, maintain standards, recruit students for all programs, plan and sponsor university-wide celebrations of academic excellence, coordinate honors advising, maintain a central facility, carry on developmental activity with the units that are slow to develop honors work, coordinate all honors work, administer incentives for honors teaching and learning, publicize honors courses and other opportunities, and symbolize the university's commitment to academic excellence.

BUDGET

The committee would also propose a method of financing and rewards that will assure resources for the Honors Program to staff the classes it must offer and assure that faculty members and departments will welcome the opportunity and responsibility to teach honors courses. Such teaching should be built into the consideration for salary and for promotion and tenure. Other possibilities include released time or a grant for course development, funding to attend professional meetings and subvention for course materials, field trips and the like. A term of service to the Honors Program might be considered for core faculty, or honors professorships might be created, but caution should be taken not to separate a faculty member from departmental colleagues for an extended length of time. It is essential that both faculty and the program be able to plan with certainly a few years into the future. Courses that are idiosyncratic or instructor-specific may be integrative in themselves, but they make much more of an integrative impact when the instructors know what other honors courses their students are likely to be taking next semester and next year and what the topics will be.

The offering of departmental courses should be viewed as a regular instructional responsibility of the departments. Departments should be reimbursed in some way for faculty who step outside the department to teach a course sponsored by the Honors Program.

A line item in the state budget might be sought if the Honors Program is thought to be sufficiently substantial and permanent to justify it.

Potential donors who have turned their backs on other needs of the university may respond to a serious and well-conceived plan for a special program that promises to attract and educate students of the caliber of Flinn Scholars and National Merit Scholars. An endowment could be sought for scholarships, social events, research funding, etc., and possibly even for special facilities. Scholarships are particularly needed. I am told that sixty per cent of the honors students at NAU are employed, compared with ten per cent at UA.

ADMISSION AND RETENTION

Admission and retention standards will need attention. I know that the issue of selective admission is sensitive. Honors recruitment is easier when admissions criteria can be stated in terms of test scores and high school rank (with flexibility to accommodate exceptions), but it is quite workable to control the rigor of honors courses and then indicate guidelines in terms of rank and scores of those who are likely to succeed in the program.

Students can be trusted not to take undue risk, and good advising can exercise control over honors participation. Honors programs will usually try to serve the top five to seven per cent of the student body. The projected size of the program will guide the number of courses needed and the decisions about which students should be served.

ADMINISTRATIVE SUPPORT

If the honors program is to serve the institution as well as its students, then the program will need to be elevated to a position of some prominence. While

the committee may make recommendations about facilities and their location, what the program will be called, how it will be staffed, where it will be placed in the university's table of organization, and at what level it will be budgeted, these are the administrative decisions that will determine the success or failure of the planning efforts. In order to compete in the State of Arizona, the program will need high visibility as a central function of the university. It will need a location and facilities that symbolize the university's commitment to excellence; it will need sufficient high-quality staff to represent the university to parents, school personnel around the state, and alumni; it will need the same assurance of continuity that the colleges enjoy.

State universities are usually under-funded and under-staffed, and most units feel that they are constantly running behind the demand for their services. It should be remembered that honors programs, as at NAU, are growing and are expected to continue to expand. Consequently, if that growth is not to be inhibited, staffing and budgeting should anticipate growth and allow for it by, to a limited extent, providing resources ahead of the need for them. The honors director should, in all but the smallest of institutions, have a full-time appointment to the program, and, because the ability of the honors staff to respond quickly and appropriately to any honors situation is a measure of the institution's perceived commitment to educational excellence, there must be sufficient staff to do the job.

FACILITIES

There is a proposal to establish an honors residence and to locate the administrative offices of the honors program there. This arrangement can work to great satisfaction if certain conditions are met. Honors housing, based on honors participation rather than on grade average, is a great attraction for parents as well as for students who welcome the chance to be with those who share their interests and goals. It forms a nucleus for honors programming, and it develops a center from which strong leadership for student activities emerges. A coeducational hall has been tried with great success on several campuses.

Whether a residence hall is the appropriate location for Honors Program offices is a more difficult issue. The possibility of integrating the academic and non-academic lives of students is enticing, but that can be accomplished rather well by placing a program specialist in an honors satellite office in the hall. It is most important that the Honors Program be recognized as an academic program, and if the connection with a residence hall damages that image either by identifying it too closely with student affairs or by removing it geographically from other academic units, then the disadvantages outweigh the advantages. The Honors Program deserves, and can carry out its responsibility to the university best when it has, a central, easily accessible, visible facility.

In summary, I found the Honors Program at NAU to be much more highly developed that it had been when I reviewed it eight years ago. At the same time, I believe that the program, given its present form and resources, has reached its maximum development. It has strong administration, though the expenditure of time appears to be weighted more heavily toward special

events than toward academic planning. It is the substance of the program more than its public relations that needs attention if it is to become university-wide. The task of planning for greater breadth and flexibility is in good hands, and it is my hope that the incoming academic vice president will renew the charge to the "Options" committee, support its work and, with support from President Hughes, place the new program on a solid footing so that it may survive the budget shortfalls and administrative turnover that have contributed to its problems. I believe an honors program, truly university-wide, has a great future at Northern Arizona University.

APPENDIX A

REVIEW OF HONORS PROGRAM

UNIVERSITY OF ARIZONA

MARCH 28 AND 29, 1988

MONDAY, MARCH 28

8:30	Breakfast with Dr. Clifford Lytle, Director of Honors Program
10:00	Dr. Richard Kissling, Coordinator of Advising: Honors
11:00	Ms. Sharlene Mann, Program Coordinator: Honors
11:45	Lunch with Honors Students
1:00	Student Planning Board
2:00	Tour of Slonaker Hall with Dr. Lytle
2:30	Dr. Don Aripoli, Assistant Vice President: Student Affairs
3:00	Dr. Robert Vignery, Pre-college Program: Honors
4:00	Ms. Bauernfeind and Ms. Osego, Administrative Staff: Honors
6:00	Dinner with Drs. Lytle, Kissling and Vignery

TUESDAY, MARCH 29

9:00	Ms. Allison Titcomb, Coordinator of Recruitment: Honors
10:00	Dr. Nils Hasselmo, Provost
10:30	Dr. Celestino Fernandez, Associate Vice President: Undergraduate Affairs
12:00	Lunch with Drs. Lytle, Kissling and Vignery
1:00	Dr. Clifford Lytle

APPENDIX B

REVIEW OF HONORS PROGRAM

ARIZONA STATE UNIVERSITY

MARCH 29, 30 AND 31, 1988

TUESDAY, MARCH 29

4:00	Dr. Ted Humphrey, Director of Honors Program
6:00	Dinner with Drs. Ted Humphrey and Kathleen Church, Task Force

WEDNESDAY, MARCH 30

8:30	Ms. Elizabeth Tregor, Program Coordinator: Honors
9:30	Dr. Gary Krahembuhl, Associate Dean, College of Liberal Arts and Sciences
11:00	Drs. George Beakley and Ed Wallace, Dean and Associate Dean, College of Engineering and Applied Sciences
12:00	Lunch with Dr. Humphrey and Students
1:00	Ms. Sue Blumer, Honors Coordinator, College of Public Programs
2:00	Dr. Jan Stanley-Muchow, Assistant Director: Honors
3:00	Ms. Judy Kyrala, Recruiter/Advisor: Honors
6:00	Dinner with Drs. Ted Humphrey and George Davis, Task Force

THURSDAY, MARCH 31

9:00	Dr. Clovis Haden, Vice President for Academic Affairs
9:45	Dr. Betty Turner Asher, Vice President for Student Affairs
10:30	Dr. William Weidemaier, Lecturer in Honors
11:00	Dr. Ted Humphrey
12:00	Honors Recognition Luncheon

APPENDIX C

REVIEW OF HONORS PROGRAM

NORTHERN ARIZONA UNIVERSITY

APRIL 1, 1988

FRIDAY, APRIL 1

7:15 Dr. Richard Skeen, Honors Director

7:30 Breakfast with:

Dr. Patsy Reed, Vice President for Academic Affairs

Dr. David Whorton, Associate Vice President for Academic Affairs

Dr. Joseph Boles, Assistant Honors Director

Dr. Richard Skeen

10:15 Honors Faculty and Executive Committee of the Honors Council - Drs. Bryan Short, Tom Kirshbaum, Melvin Neville, Ted Goslow, Gary Buckley and nancy Paxton

12:00 Lunch with Students - Angela Stahl, Jamie Bradford, Ted Levie, Miriam Ashley, Jerry Burns, Christy Majors, Jay Saul, Bob Beuche and Jenny Tuck

1:45 Dr. David J. Markee, Vice President for Student Services

3:30 Honors Options Development Committee - Drs. Bryan Short, David Best, Arne Hassing, Linda Shadiow, Fairlee Winfield and Kooros Mahmoudi

APPENDIX D

SUMMARY VITA

C. GREY AUSTIN

PERSONAL DATA

Marital Status: Married, Three children, four grandchildren

Address: 447 Richards Road, Columbus, Ohio 43214

Telephones: Office: 614-292-0307
Home: 614-262-3036

EDUCATIONAL DATA

Western Michigan University, B.S. cum laude, Economics, 1945

University of Michigan, M.B.A., Marketing, 1946

Garrett Theological Seminary, B.D., Counseling, 1951

University of Michigan, Ph. D., Higher Education Administration, 1965

HONORS

Baccalaureate, cum laude; Pi Gamma Mu: Phi Beta Kappa; Phi Kappa Phi; Phi Eta Sigma (honorary); Mirrors (honorary); Sphinx (honorary); National Collegiate Honors Council citation; Mid East Honors Association citation

PROFESSIONAL ASSOCIATIONS

National Collegiate Honors Council, Executive Secretary-Treasurer, 1973-78; Presient, 1981-82; Executive Committee, 1967-70, 1972-83; Publications Board and numerous committees

Ohio Area Honors Association

Mid East Honors Association

American Association for Higher Education

Committee on Interinstitutional Cooperation (Big Ten and University of Chicago), Subcommittee on Honors, convenor

University and College Ombudsman's Association

EMPLOYMENT SUMMARY

1966-Present Ohio State University
University Ombudsman, 1985-present
University Honors Director, 1974-85
Assistant Dean - Honors, Arts and Sciences, 1966-85

1966-1970 Journal of Higher Education

	Editor
1963-66	New York State Education Department Consultant for Higher Education Opportunity Programs
1952-63	University of Michigan Assistant Coordinator of Religious Affairs Lecturer, Department of Psychology
1951-52	First methodist Church, Iowa City, Iowa Associate Minister
1949-51	Cooperative Bookstore, Evanston, Illinois Manager
1946-48	Western's Campus Store, Kalamazoo, Michigan Assistant Manager

PROFESSIONAL ACTIVITIES AND CONSULTATIONS

Consultant on honors program development and evaluation at Baldwin-Wallace University, Bluffton College, Bowling Green State.

University, Central Michigan University, Concordia College, Defiance College, Eastern Michigan University, Elon Collegbe, Findlay College, George Mason University, Memphis State University, Miami-Dade Community College, Miami University (Ohio), Moorhead State University, Muskingum College, North Dakota State University, Northern Arizona University, Northern Kentucky University, Ohio Northern University, Parkersburg Community College, St. Andrew's Presbyterian College, Southern Illinois University, Southwestern Adventist College, University of Akron, University of Dayton, University of Delaware, University of the District of Columbia, University of Kentucky, University of Massachusetts at Amherst, University of Minnesota, University of Pittsburgh, West Chester University, William Rainey Harper College, Wright State University.

Other consultantships, chairmanships, staff leadership and accreditation visits with;

American Council on Education, Association of American Colleges, Consultation on Energy and National Security with representatives of federal agencies, Council for the Advancement of Experiential Learning, Lisle Fellowship, Inc., Middle States Association of Colleges and Schools (Pennsylvania State University and University of Pittsburgh), United Chapters of Phi Beta Kappa, United Methodist Church.

PUBLICATIONS

Monographs, chapters, and occasional papers.

Editorials, articles, columns and reviews in

Educational Record, Engineering Education, Forum for Honors, Journal of Higher Education, National Honors Report, The Forum for Liberal Education, United Church Herald.

Handbook on the Evaluation of Honors Programs, National Collegiate Honors Council, 1981.

"Orientation to Honors Education," chapter in Friedman, Paul G. and Jenkins-Friedman, Reva C. FOSTERING ACADEMIC EXCELLENCE THROUGH HONORS PROGRAMS. San Francisco: Jossey-Bass, 1986.